R E P O R T R E S U M E S

ED 020 389 VT 004 871

OUTLINE OF VOCATIONAL TRAINING IN KENYA.

AUSTRALIAN DEPT. OF LABOUR AND NAT. SERVICE, PERTH

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$0.60 13P.

DESCRIPTORS- *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, TEACHER EDUCATION, APPRENTICESHIPS, ECONOMIC DEVELOPMENT, *GENERAL EDUCATION, FOREIGN COUNTRIES, INDUSTRIAL TRAINING, KENYA,

THE 1964 POPULATION OF KENYA WAS 9,376,000, MOST OF WHICH IS DEPENDENT ON AGRICULTURE. LAND REFORM AND FORMATION OF COOPERATIVES HAVE CHARACTERIZED RECENT ECONOMIC DEVELOPMENTS. GENERAL EDUCATION IS PROVIDED BY A 7-YEAR INTEGRATED PRIMARY SCHOOL COURSE. SECONDARY EDUCATION IS PROVIDED IN SECONDARY SCHOOLS, AFRICAN TRADE SCHOOLS, SECONDARY TECHNICAL SCHOOLS, TECHNICAL AND TRADE SCHOOLS, AND TEACHER TRAINING INSTITUTIONS. ENROLLMENTS INCLUDE ABOUT 60 PERCENT OF THE PRIMARY AGE CHILDREN, AND ONLY 12.5 PERCENT OF PRIMARY SCHOOL LEAVERS FIND A PLACE IN POST-PRIMARY EDUCATION. INSTITUTIONAL TECHNICAL AND VOCATIONAL TRAINING IS THE RESPONSIBILITY OF THE MINISTRY OF EDUCATION, WHILE APPRENTICESHIP IS ADMINISTERED BY THE MINISTER OF LABOR AND SOCIAL SERVICES UNDER PROVISIONS OF THE INDUSTRIAL TRAINING ACT. TYPES OF INSTITUTIONS PROVIDING TECHNICAL TRAINING INCLUDE (1) UNIVERSITY COLLEGE, NAIROBI, (2) KENYA POLYTECHNIC, (3) FOUR SECONDARY TECHNICAL SCHOOLS, AND (4) TECHNICAL AND TRADE SCHOOLS. A MANPOWER SURVEY SHOWS A SHORTAGE OF TECHNICIANS. TECHNICAL TEACHER EDUCATION WAS FIRST PROVIDED AT KENYA POLYTECHNIC IN 1962 WITH HELP FROM AUSTRALIA. APPRENTICESHIP IS OF TWO TYPES--APPRENTICESHIP OF 4 OR MORE YEARS, AND INDENTURED LEARNERSHIP OF LESS THAN 4 YEARS. IN 1964, 115 APPRENTICESHIPS AND 199 LEARNERSHIPS WERE REGISTERED. A GRADED TRADE TESTING SYSTEM ENABLES ARTISANS WHO LEARNED ON THE JOB TO GET RECOGNITION BY BEING EQUATED WITH LEVELS OF APPRENTICESHIP TRAINED PERSONNEL. THE UNITED NATIONS SPECIAL FUND HAS BEEN ASKED FOR ASSISTANCE IN ESTABLISHING AN INDUSTRIAL TRAINING AND PRODUCTIVITY CENTER. (JM)

ED020389

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Outline

of

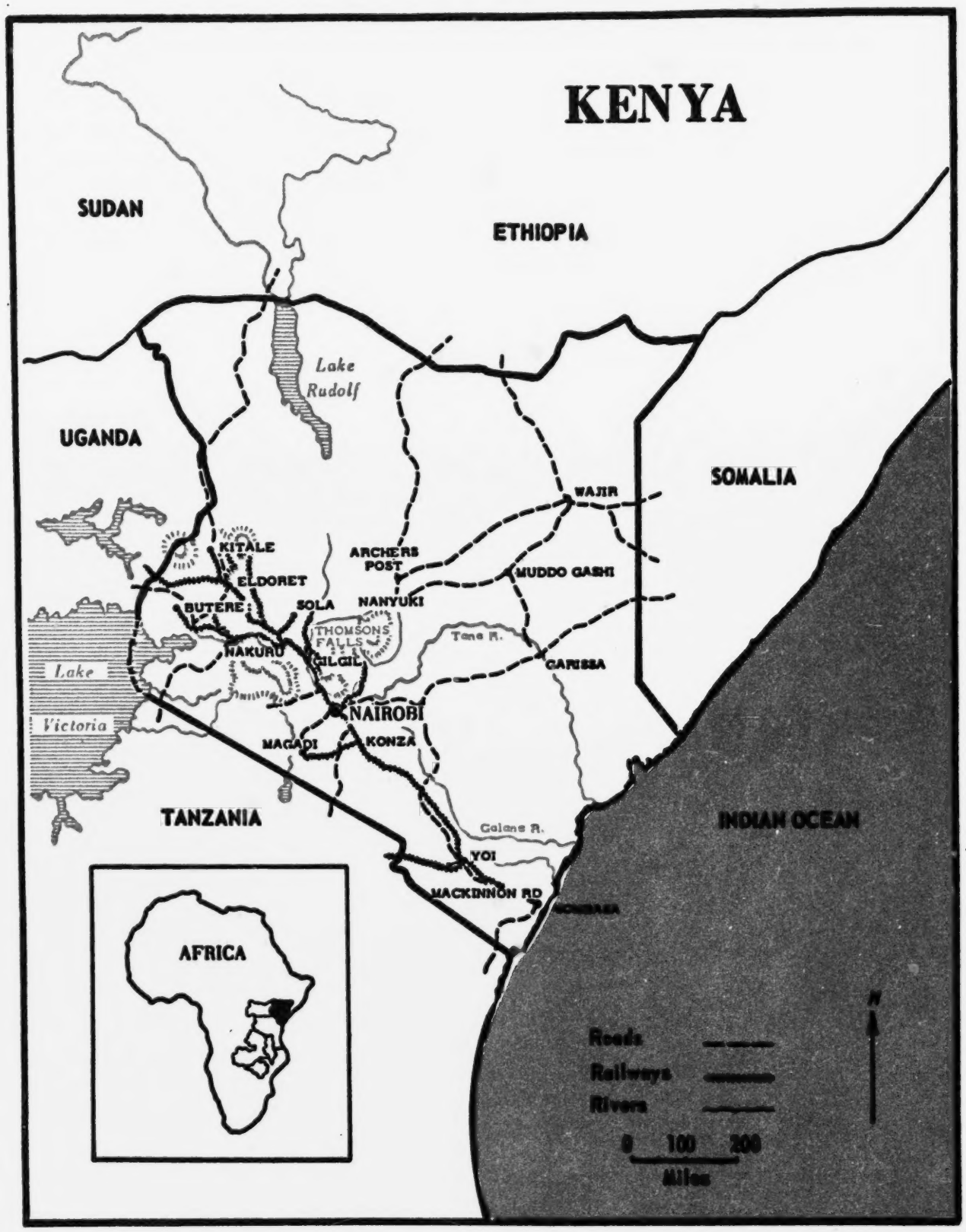
Vocational Training

in

KENYA

PREPARED BY THE DEPARTMENT OF LABOUR AND NATIONAL SERVICE
OF THE COMMONWEALTH OF AUSTRALIA FOR THE
PAN INDIAN OCEAN CONFERENCE ON TECHNICAL EDUCATION AND TRAINING
PERTH, 1966

VT004871


KENYA
SUDAN
ETHIOPIA
Lake Rudolf
UGANDA
SOMALIA
WAJIR
KITALE
ARCHERS POST
MUDDO GASHI
ELDORET
NANYUKI
BUTERE
SOLA
THOMSONS FALLS
Tana R.
NAKURU
GILGIL
GARISSA
Lake Victoria
NAIROBI
MAGADI
KONZA
TANZANIA
Galana R.
INDIAN OCEAN
YOI
MACKINNON RD
MOMBASA
AFRICA
Roads
Railways
Rivers
0 100 200
Miles
N

CONTENTS

Frontispiece: Map of Kenya

		Page
1.	Introduction	6
	Area, Population	6
	Primary Production	6
	Secondary Production	7
	General Economic Development	7
2.	General Education	9
3.	Technical Education	10
	Organization and Administration	10
	Types of Institutions and Courses	10
	Arrangements for Technical Teacher Training	11
4.	Apprenticeship	12
5.	Accelerated Vocational Training	13
6.	In-Industry Training	14
7.	National Planning for Vocational Training	15

1. Introduction

Area, Population

Kenya has an area of 224,960 square miles. The population, in mid-1964, was 9,376,000, including 49,000 Europeans.

Primary Production

The bulk of the population is directly or indirectly dependent on the land for a living, the majority farming their own holdings. The main crops are coffee, maize, wheat, sisal, tea, pyrethrum and sugar cane. Since the needs of the rural population are relatively easily satisfied, short hours are worked, and agricultural production falls far below its potential.

Recognizing Kenya's dependence on large-scale agriculture, the Government announced, early in 1964, that major changes were being planned. These included bringing thousands of acres of unused land into production, improving the utilisation of rural labour, and persuading the unemployed to leave the towns and return to work on the land. Irrigation has been developed, and the consolidation of small holdings is in progress.

On the other hand, large-scale farms are gradually being purchased and subdivided for resettlement by African small farmers. By December, 1964, one million acres had been distributed in this way. The co-operatives, aided and encouraged by the British Government on a small scale before Kenya's independence, offer scope for the devlopment of marketing and other facilities. Promising developments include the rapid expansion of tea production and of cash crops such as coffee and pineapples.

Mineral resources are largely untapped, although 65 per. cent of the area has been geologically surveyed. Kenya is thought to be capable of producing cement, soda ash, copper, salt and gold on a considerable scale. East Africa is not as rich in iron as the West and North, but deposits are thought to exist in Kenya, although quality and quantity have not been determined precisely.

Secondary Industry

Limited statistics only are available concerning industrial growth. Although manufacturing is still in its infancy, there have been developments in flour milling, brewing and cement production. Inevitably the emphasis on agricultural development will continue for some time, but it is recognized that the base of economic activities needs broadening to reduce the vulnerability of the economy to fluctuation.

Development of small-scale industry is seen as one remedy for rural unemployment, especially as heavy industry is unlikely to develop unless oil or base metal deposits are discovered. There has been limited development of hydro-electric power, but Kenyan industry is very much dependent for power on imported oil.

The iron and steel industry is in an early stage of development, with re-rolling plants in operation and in the planning stages for the production of construction materials.

General Economic Development

The basis of Kenya's export trade, too, is agricultural production. The volume of exports in sisal, coffee, tea and maize rose in 1963, the greatest money earners being coffee, sisal, cement and pyrethrum.

As Kenya is not a great producer of raw materials, many industrial establishments, including the chemical industry, rely to a large extent on imported raw materials.

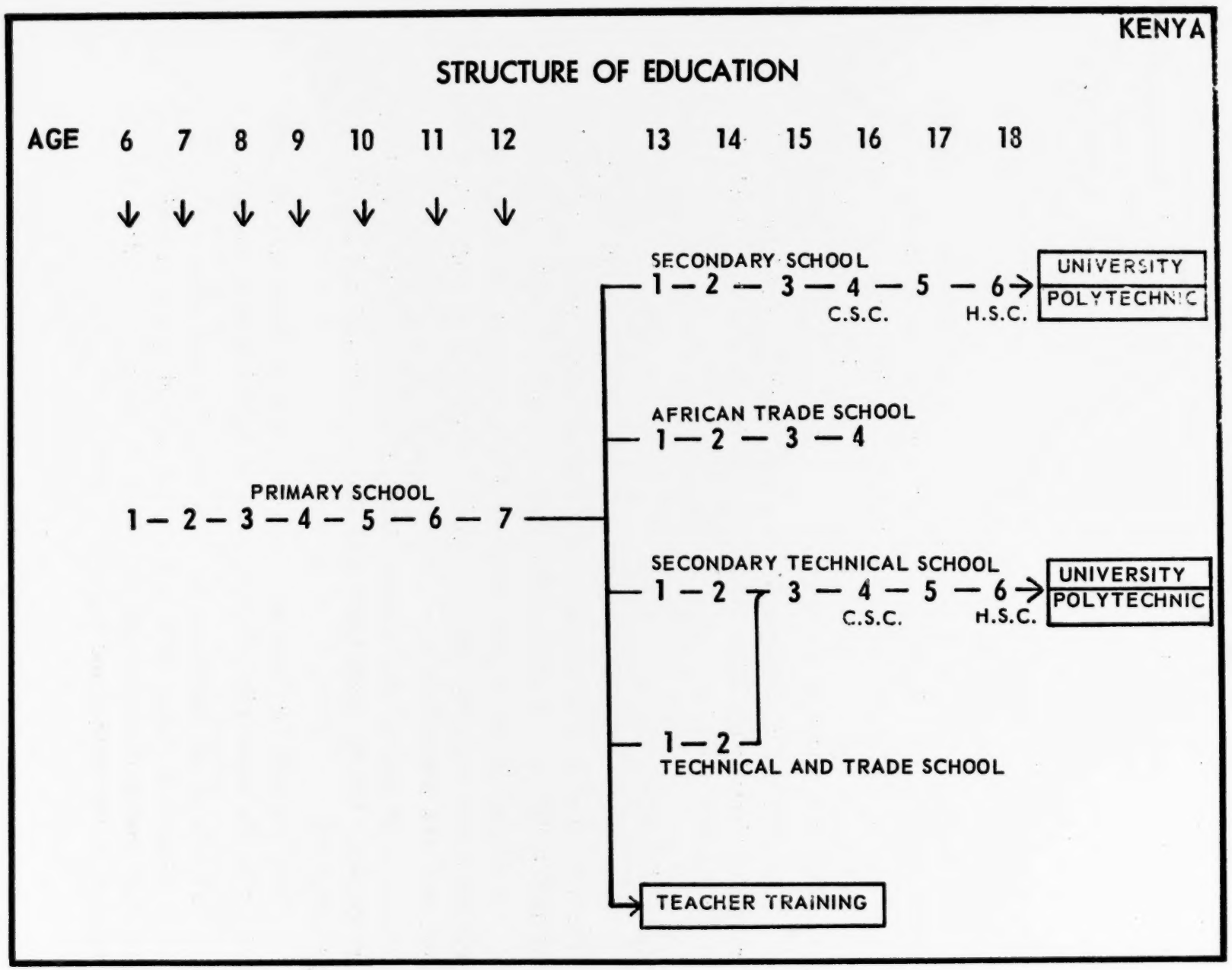
A small part of the domestic fertilizer demand is satisfied by local production. On the other hand, soda ash, sulphuric acid and caustic soda are exported.

The demand for imported consumer goods is being met to some extent by the substitution of home-produced light industrial products.

Details of an ambitious Six Year Development Plan, 1964-1970, were released in June, 1964, whereby an annual growth rate in gross national product of 5.7 percent is anticipated. Among its goals is a large increase in the volume and value of exports.

KENYA

STRUCTURE OF EDUCATION


AGE 6 7 8 9 10 11 12 13 14 15 16 17 18
SECONDARY SCHOOL
1 — 2 — 3 — 4 — 5 — 6 →
C.S.C.
H.S.C.
UNIVERSITY
POLYTECHNIC
AFRICAN TRADE SCHOOL
1 — 2 — 3 — 4
PRIMARY SCHOOL
1 — 2 — 3 — 4 — 5 — 6 — 7
SECONDARY TECHNICAL SCHOOL
1 — 2 — 3 — 4 — 5 — 6 →
C.S.C.
H.S.C.
UNIVERSITY
POLYTECHNIC
1 — 2
TECHNICAL AND TRADE SCHOOL
TEACHER TRAINING

2. General Education

Structure (see chart opposite)

(a) There is an integrated primary school course for all communities which extends over seven years.

(b) The main secondary stream for Africans and Europeans alike covers Forms I to VI with the Oversea Cambridge Secondary Certificate examination on completion of Form IV and a Higher School's Certificate at the end of Form VI.

Enrolment and Availability

In 1965 approximately 60 percent of all children of primary school age were enrolled in schools, although the distribution is very uneven over the country as a whole and only 12½ percent of primary school leavers found places in secondary schools, teacher training and other post-primary education in this year. In spite of the rapid expansion of the secondary schools system it will be impossible to provide for a similar percentage of primary school leavers in the next few years because of an even faster growth of the primary school base.

Since 1957, the pace of educational development has quickened considerably. The expansion of existing secondary schools and the opening of new ones, was given a high priority in the three-year plan for education in 1961-64. From 1964 onwards, a large intake has resulted in relatively large numbers completing primary school and demanding secondary education.

3. Technical Education

Organisation and Administration

In Kenya, there is a dual responsibility for technical and vocational training: institutional training is the responsibilty of the Ministry of Education and apprenticeship training is undertaken under the provisions of the Industrial Training Act which is administered by the Ministry of Labour and Social Services.

Arrangements exist for the Ministry of Labour and Social Services, the Ministry of Education, and industry to co-operate through representation on an Apprenticeship Board and an Advisory Council on Technical Education and Vocational Training. Commercial interests are also represented on the Advisory Council. The Ministry of Economic Planning has a general responsibility for the co-ordination of the work of all Ministries concerned with education and training.

Types of Institutions and Courses

(a) The University College, Nairobi, offers degree courses in civil, electrical and mechanical engineering. There are also facilities for post-graduate studies for the M.Sc. in engineering.

(b) The Kenya Polytechnic, provides courses from junior level up to sub-professional level on a full-time, part-time or evening basis, including adult continuation classes. Technical courses are available in engineering, science, building, printing and commerce.

(c) There are four Secondary Technical Schools which provide courses up to Cambridge Overseas School Certificate. These give general education with a technical component in preparation for courses at levels of technical education from craft to technology.

(d) Technical and Trade Schools have been established, offering two-year courses to the level of Kenya Government Grade III test in fitting, turning, motor mechanics, carpentry and joinery,

bricklaying, masonry and concrete work, painting, plumbing, electrical trades, blacksmithing, welding, tailoring, shoemaking. Under the Ministry of Education's new Development Plan for Technical Education, these schools will be upgraded to Secondary Technical Schools and will offer four-year courses in engineering and building for junior technicians up to the level of the City and Guilds General Course examination. Three-year craft courses leading to the Government Grade II Trade Test, will be followed by a minimum of 12 months' apprenticeship in industry supplemented by part-time courses to City and Guilds level.

The Kenya Goverment Manpower Survey report shows that there will be a shortage up to and after 1970, of technical personnel at all levels, with a most serious deficiency of technicians. The output of technologists and technicians is inadequate. As for tradesmen, the output is reasonably adequate in the building trades but totally inadequate in engineering and allied trades.

Arrangements for Technical Teacher Training

There were no facilities for technical teacher training in Kenya until 1962 when Australia provided an expert to set up a training course for trade instructors at the Kenya Polytechnic. Almost all of the trade instructors in the technical and trade schools have completed the course. A new course is planned to commence in 1966 at the Kenyatta College Teacher Training Centre. The growth of this training is planned in phase with developments planned in (c) and (d) above.

4. Apprenticeship

Apprentice training is governed by the provisions of the Industrial Training Act, which is administered by the Ministry of Labour and Social Services.

The Act provides for two types of indentured training, viz.: "Apprenticeship" for a period of four years or more, and "Indentured Learnership" for a period of less than four years. Learnership training is given in the same trades as full apprenticeship (viz.: engineering, building, electrical, tailoring, and printing), but is usually to a somewhat lower or less comprehensive level. It was introduced because of the shortage of facilities for full apprenticeship training and is intended as a temporary measure to be retained only until more employers are equipped to give training to a higher level. The apprenticeship and trade testing section of the Ministry of Labour and Social Services is responsible for the promotion of technical and trade training in industry. As the title suggests, the section deals with two separate but associated areas, under the direction of a Controller of Apprenticeship and Trade Testing. He has a staff of apprentice and trade testing officers.

To employ apprentices, employers must obtain the permission of the Controller. This is granted if the Controller is satisfied that employers requesting apprentices have both the staff and equipment necessary for training. At this stage of its development, however, Kenya's industry can provide relatively few such undertakings.

The Industrial Training Act also specifies entry requirements for learnership and apprenticeship. Broadly speaking, any person who has reached the age of fifteen and has completed the period of compulsory education laid down by the law, may bind himself as an apprentice or indentured learner in a trade.

For entry into apprenticeship, as distinct from indentured learnership, a minimum standard of education is required, varying according to the

trade. The Controller uses his discretion in deciding, in any particular case, whether or not it is in the interest of a particular youth to enter into a contract.

As at 31st December, 1964, 314 training contracts were registered; 115 apprenticeships and 199 learnerships.

5. Accelerated Vocational Training

No accelerated vocational training schemes have been established for training adults in trade work.

6. In-industry Training

The Ministry of Labour and Social Services is responsible for promoting and developing in-industry training.

As the Industrial Training Act came into being only in 1959, the number of people who have learned their trade through a recognised apprenticeship is small compared with the many artisans who have acquired their skill by upgrading during the course of employment in industry. To enable the latter group to gain recognition for their skill, the Department of Labour and Social Services has introduced a graded trade testing system administered by the Controller. The standard of the highest test is equivalent to the practical ability of a journeyman who has completed five or six years in his trade, including apprenticeship.

It is anticipated that an important part of the Controller's work will, in the future, be the encouragement of formal industrial training schemes in industry. In this regard it is already apparent that more and more employers are requiring their apprentices to pass the appropriate grade of test at certain points in their apprenticeships.

Very few undertakings have their own apprentice training centres. The East African Railways and Harbours, the Gailey and Roberts Group and the East African Railways Corporation, are notable exceptions.

The Department of Labour and Social Services has a T.W.I. training unit which trains trainers under the scheme. A pamphlet giving information about intensive training methods has been published for use by employers. It deals mainly with the training of future African foremen and chargehands in industry and overseers and headmen in agriculture. A review entitled "Kenya T.W.I. Topics" is published to stimulate the interest of employers and supervisors in this type of training.

Government technical departments, such as the Post Office, train recruits in courses lasting approximately twelve months in technical subjects such as mechanics and telegraphy.

7. National Planning for Vocational Training

Kenya's Development Plan 1964-1970, has emphasised the need for increased training facilities and the Government has made an application to the United Nations Special Fund for assistance in the establishment of an Industrial Training and Productivity Centre which will, initially, be staffed and operated by international experts recruited through the I.L.O. It is expected that this centre will start work by the end of 1965 and that it will provide a training, information and consulting service for commerce and industry at all levels of employment.